

NF

Retelling Circle

For guided reading

Prepared by

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Non-fiction Retelling circle

For guided reading

The "**Non-Fiction Retelling Circle**" is a strategy that is used to promote discussion in a guided reading group experiencing a non-fiction text. It can be used at any age level and with any number of students. The strategy is based on six group members, but roles could be combined or omitted for groups less than six. In groups of more than six, two students could work together to complete one role.

To ensure that each student gets the opportunity to experience each of the roles, use the attached record keeping tool. The assessment score for each session could also be recorded on the record of non-fiction retelling circle roles sheet.

Roles:

- Main Idea/Topic of the Text
- 3 Interesting Facts (and why)
- Picture/Diagram (with labels if appropriate - tell why you drew it)
- 3 Critical Thinking Questions for the Group (using the Q-Matrix)
- Text Features Used/ What "Caught" Your Eye (and why)
- Most Important Idea You Learned (and why you thought it was important - includes some thinking prompts)

Included in this package:

- Role cards for each role
- Graphic organizer for each role
- Role record keeping tool
- Assessment checklist

Main Idea/Topic of the text

Role Card

Tell about the main idea or topic of the text by sharing the "5W and H" information: Who? What? When? Where? Why? How?

3 interesting Facts/details

Role Card

List 3 interesting facts or details from the texts. Be ready to tell why you found them interesting.

Picture/diagram

Role Card

Draw a picture or diagram representing something from the text. Label your drawing if appropriate. Be ready to tell why you choose that particular thing to draw.

3 critical thinking questions

Role Card

Develop three critical thinking questions for share with your group. Make one from each of the shaded areas on the Q-Matrix.

Text features Used

Role Card

Using the checklist, tell which text features were used in the text you read. Be ready to tell your group which of the text features "Caught" your eye and why?

Most important idea I learned

Role Card

Tell about the most important idea that you learned from the text. Be ready to tell why you thought it was important.

Main Idea/Topic of the text

Name: _____

Date: _____

Title of Text: _____

Author: _____

Tell about the main idea or topic of the text by sharing the "5W and H" information:

Who?

What?

When?

Where?

Why?

How?

3 interesting Facts/details

Name: _____

Date: _____

Title of Text: _____

Author: _____

List 3 interesting facts or details from the texts. Also tell why you found them interesting.

Fact/Detail #1:

Fact/Detail #2:

Fact/Detail #3:

Picture/diagram

Name: _____

Date: _____

Title of Text: _____

Author: _____

Draw a picture or diagram representing something from the text.
Label your drawing if appropriate.

Why I choose to draw this:

3 critical thinking questions

Name: _____

Date: _____

Title of Text: _____

Author: _____

Develop three critical thinking questions for share with your group.
Make one from each of the shaded areas on the Q-Matrix.

	is	did	can	would	will	might
Who						
What						
Where						
When						
How						
Why						

Question #1: (light grey section)

Question #2: (medium grey section)

Question #3: (dark grey section)

Text features Used

Name: _____

Date: _____

Title of Text: _____

Author: _____

After reading the text, use the checklist to tell which text features were used. Be ready to tell your group which of the text features "Caught" your eye and why?

- ☐ Italic/Bold/Colored Font
- ☐ Headings/Subheadings
- ☐ Illustrations
- ☐ Photographs
- ☐ Captions/Labels
- ☐ Maps
- ☐ Diagrams
- ☐ Charts
- ☐ Graphs
- ☐ Sidebars
- ☐ Table of Contents
- ☐ Index
- ☐ Glossary
- ☐ Appendix
- ☐ Other _____

The text feature that "caught" my eye and why it did:

Most important idea I learned

Name: _____

Date: _____

Title of Text: _____

Author: _____

Tell about the most important idea that you learned from the text.
Tell why you thought it was important.

Here are some thinking prompts to help you:

- How does the important idea relate to my life?
- How has the important idea changed what I believe?
- How will the important idea change how I act?

[illegible]

(record rubric scores from Assessment Checklist)

(record rubric scores from Assessment Checklist)

[illegible]

Assessment checklist

Date: _____ Group Members: _____

Title of Text: _____ Author: _____

5 - Wow!; Exemplary; Exceptional; Outstanding


4 - Yes! Skilled; Appropriate; Solid

3 - Yes, but...; Generally; Adequately; Accurately

2 - Beginning; Limited; Partial

1 - No!; Unsuccessful; Inadequate; Support Required (RTI)

Role Criteria	Student	Rubric Score
Main Idea/Topic of the Text <ul style="list-style-type: none">told what the story was about using 5W and H		
3 Interesting Facts <ul style="list-style-type: none">told 3 relevant facts and was able to tell why		
Picture/Diagram <ul style="list-style-type: none">drew relevant picture/diagram and told why it was drawn		
3 Critical Thinking Questions <ul style="list-style-type: none">developed appropriate questions using Q-matrix		
Text Features Used/ What "Caught" Your Eye <ul style="list-style-type: none">accurately completed checklist and was able to tell which text feature "caught" eye and why		
Most Important Idea You Learned <ul style="list-style-type: none">told about relevant important idea and gave evidence as to why it was important		



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